DOCUMENT RESUME

ED 249 148 SO 015 933

TITLE	Women's Studies and the Humanities Curriculum (January 1, 1981-June 30, 1984). First Annual Report.
INSTITUTION	Arizona Univ., Tucson. Women's Studies Program.
SPONS AGENCY	National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE	30 Jun 84
GRANT	ED-22025-81-0237
NOTE	292p.; Several pages contain broken and/or light type that may not reproduce well. For a related document on the NEH Curriculum Integration Project, see SO 015 934.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Conventional Instruction; Course Content; Course Descriptions; *Curriculum Development; Curriculum Enrichment; Evaluation Methods; Feminism; Higher Education; *Humanities Instruction; *Integrated Curriculum; Political Science; Program Descriptions; Resource Materials; Social History; United States History; Western Civilization; *Womens Studies; Workshops

ABSTRACT

A report on a University of Arizona project to integrate women's studies into the humanities curriculum is divided into five sections. The first section contains information regarding project background and funding. Section II recounts the first year of the project and includes a timeline of faculty development activities, a discussion of efforts at national dissemination of project information, and an outline of new graduate and undergraduate women's studies courses developed as a result of the project. Section III describes internal and external evaluation efforts. In section IV the second year of the project is outlined. Discussed are faculty participation, summer study, and changes from the first year. Section V, appendices, contains the following materials: project faculty associates and curriculum vitae; entrance and exit interview questions and sample responses; targeted course syllabi; results of an attitudinal survey; visiting scholar colloquia flyers and women in Western culture flyers; readings on integrating women's studies into the curricula and transforming the traditional curriculum; syllabi for courses on women in Western culture, women in politics, and U.S. women's history; an outside evaluator's report; project letter of invitation; and a workshop program. (LP)

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NATIONAL ENDOWMENT FOR THE HUMANITIES

GRANT TO

WOMEN'S STUDIES
UNIVERSITY OF ARIZONA

WOMEN'S STUDIES AND THE HUMANITIES CURRICULUM

January 1, 1981 - June 30, 1984

FIRST ANNUAL REPORT

GRANT NO. ED-22025-81-0237

SO 015 933

WOMEN'S STUDIES AND THE HUMANITIES CURRICULUM

NEH GRANT NO. ED-20025-81-0237

ANNUAL REPORT: JUNE 30, 1982

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WOMEN'S STUDIES AND THE HUMANITIES CURRICULUM

NEH GRANT NO. ED-20025-81-0237

ANNUAL REPORT: JUNE 30, 1982

I. BACKGROUND

The National Endowment for the Humanities granted funds to Women's Studies at the University of Arizona for a three-year curriculum development project, to run January 1, 1981 to June 30, 1984. This is the first annual project report, describing our goals and activities from January, 1981 to June 30, 1982.

The goal of this project is to change the content and structure of the curriculum to include materials and scholarship on women by the following means: conducting a series of faculty development activities that will enable faculty of basic courses in many disciplines to utilize materials about women in their classrooms and research; extending Women's Studies classes to the graduate level by establishing four new graduate courses in sociology, anthropology, political science, and history; revising the undergraduate Women's Studies curriculum to include new courses about women in the humanities.

II. THE FIRST YEAR OF THE PROJECT

A. Faculty Development Activities at the University of Arizona:

In order to reach those students in the humanities and social sciences who might never take a Women's Studies course, ten faculty members representing a wide range of departments were invited to participate in the first year of the curriculum integration project. Faculty participants were chosen through discussions with departmental heads, Women's Studies faculty, and a review of student evaluations that indicated an excellent teaching record and willingness to modify the curriculum. In order to insure a continuation of the integration effort, tenured faculty were invited to become NEH participants. (List of 1981-82 participants is in Appendix A.)

The year-long faculty development activities were designed to allow for participating faculty to learn about the new scholarship on women through their independent study of feminist scholarship, interaction, discussion, and consultation with Women's Studies colleagues. During the first year of the NEH project, activities included:

May 4, 1981	A project inauguration dinner co-sponsored by Liberal Arts Dean Paul Rosenblatt and Women's Studies. Attending were project participants for the three-year program, Women's Studies faculty, the President of the University of Arizona, the Executive Vice President for Academic Affairs, and the President of the State Board of Regents. The guest speaker, Catharine Stimpson, founding editor of Signs, reviewed the impact of Women's Studies on the traditional curriculum.
May, 1981	Review articles from Signs for each participant's discipline were sent out as a prelude to the summer intensive study session. Entrance interviews were conducted with participants to determine their attitudes toward and knowledge of scholarship on women in their fields. We reviewed the interview transcripts in order to direct presentations of feminist scholarship to the participants' particular concerns. (Interview questions and a sample response are in Appendix B.)
May 21 - June 17, 1981	Five-week intensive study period, designed to give participants the time to explore the new scholarship on women and to attend weekly seminars where Women's Studies scholars present general theoretical issues. Discussion of relevant issues in the variety of participants' areas was included in each session. Throughout this period, and in fact throughout the entire year, participants were literally bombarded by the project staff with relevant bibliographies, articles and suggestions for curriculum change.
May 21, 1981	Library tour of resources on women in the University of Arizona library, conducted by Ruth Dickstein, Women's Studies reference librarian. In addition to preparing a three-hour presentation about references to women that was aimed at each participant's discipline, Dickstein compiled a bibliography (A Guide to Women's Studies Materials). She also wrote an informational guide to online literature searches on women. Two NEH participants later had Dickstein conduct an online search in the fields of women in management and psychology of

May 27, 1981 — Seminar presentation and discussion on "Transforming Literary Criticism" by Eliana Rivero, Professor of Spanish and Portuguese. Rivero used historical context to describe the factors mitigating against women writers before the twentieth century and suggested the canon of "great writers" take into account women's contributions.

June 3, 1981 — "Transformation of the Social Sciences," seminar and discussion conducted by Patricia MacCorquodale, Assistant Professor of Sociology. MacCorquodale explained how past social scientists had often used male experience as the "norm," thus describing women as "deviant," or ignoring women's experiences. She then described how new concepts of women were revising what were once considered sex-linked behaviors to the area of socialization. Of particular interest to the participants was the discussion of women and power: how broader definitions of power included the ways women function as the second sex. This theme linked the interests of such diverse fields as management (women in the corporation) and history (women's power outside political schemes).

June 10, 1981 — This seminar was the first of two which allowed the NEH participants a forum for describing the changes they were making in their targeted course content. Presentations were made by Mike Mahar (Oriental Studies), Phil Balch (Psychology), John Dickson (Management), Juan Gilabert (Spanish), and Jean Goetinck (French). (Syllabi for targeted classes are in Appendix C.)

June 17, 1981 — NEH participants continued their descriptions of course revisions: Henning Jensen (Philosophy), Cliff Lytle (Political Science), Mary Ellen Morbeck (Anthropology), William Slater (Radio-TV), Robert Vignery (History). The extent of course transformations ranged from revision of a literature syllabus to include one-half of the readings by women authors, to the creation of one handout on the courts and sex discrimination. For a fuller analysis of the project's success, see Evaluation section.

June, 1981 — Throughout the summer study period, project Assistant Director, Judy Lensink, met individually with the participants to find out what materials they needed and the extent of their curricular change. A short memo was made on each faculty member's success and problems with the new scholarship on women.

August 21, 1981

As a result of the summer's experiences, the Steering Committee determined that a fall workshop would tie together certain themes about feminist scholarship that cut across the disciplines. It was also clear that some of the NEH faculty had misgivings about introducing new materials on women into their classrooms, especially in the anticipation of student response; a pedagogical discussion was devised.

The day-long workshop was held at the University of Arizona conference center in a retreat atmosphere. This was a formal opportunity for the NEH faculty participants to meet additional Women's Studies faculty from throughout the university. (Program for the workshop is in Appendix D.)

A morning panel was devoted to the topic "Why are Women the Second Sex?". Scholarship from the areas of psychology, anthropology, and management structural studies was drawn together by four panelists. In the discussion that followed, topics ranged from a criticism of Nancy Chodorow's theories, to mother-daughter relationships, to questions about women's fate in the corporate structure.

The Steering Committee also introduced the attitudinal survey that would be introduced to all targeted courses, Women's Studies classes and selected control classes during the year. (A discussion of this instrument follows in Evaluation.)

The afternoon panel, "Women and Power," drew on such diverse thinkers as Simon DeBeauvoir, Mary Daly, and Joseph Pleck to attempt an explanation for women's exclusion from power. Again, lively discussion of current American men's and women's use of power followed.

The final workshop activity was a less formal discussion of women's materials and teaching strategies by Susan Aiken (English), and Pat MacCorquodale (Sociology). NEH participants expressed their commitment to the materials they had discovered about and by women, but still expressed unease at student reaction to the new materials.

August 25, 1981

Attitudinal surveys were distributed to NEH project targeted courses, control groups and Women's Studies courses as a pre-evaluation. (Pre- and post-evaluation questionnaires are in Appendix E.)

September 23, 1981

Visiting Scholar Colloquium by Professor Sandra Harding, Philosophy, University of Delaware:

"Sex and Rationality: A Feminist Survey of Issues." Approximately 180 people attended this public lecture. Harding demonstrated how the theories of women's lesser rationality by such thinkers as Freud, Piaget, and Kohlberg selected for male-defined aspects of rational behavior and thought, rather than including the full range of human behavior. The Women's Studies office received numerous requests for copies of Harding's paper. (Flyers announcing the colloquia are in Appendix F.)

September 24, 1981 — NEH participants were addressed by Harding on "Feminist Perspectives on Theories of Knowledge and Experience." A lively discussion followed Harding's ideas on re-thinking current epistemology, in which she referred to helpful scholarship in several disciplines.

On an informal level, Harding's visit fostered an exploration of feminist perspectives on epistemology. She met with several Philosophy Department members, including 1981-82 NEH participant Henning Jensen, and 1983-84 participant Keith Lehrer. She also talked extensively with the project Steering Committee about strategies for encouraging a re-thinking of our constructs of knowledge.

October, 1981 — Group and individual meetings were held with NEH participants to finalize the post-evaluation questions for the project. Participants were not resistant to questions about their attitudes toward materials on women being rated by their students. Participant feedback was included in construction of the post-evaluation questions, which would form a second part of the evaluation process, in addition to a repeat administration of the attitudinal survey. (See Appendix E.)

November 4, 1981 — Visiting Scholar Colloquium by Professor Adrienne Zihlman, Anthropology, University of California, Santa Cruz: "Women in Evolution." Approximately 100 people attended. Using slides to show African savanna women's current survival techniques, Zihlman argued that arachaeological data should be reviewed to look for similar women's strategies in early hominid social evolution.

November 5, 1981 — Zihlman addressed NEH participants and colleagues from anthropology on "Reconstructing the Lifeways of our Early Ancestors." She criticized the "man the hunter" theories of social evolution in light of more inclusive evidence now available from biochemical, palentological, and ethological data. NEH participants outside anthropology expressed surprise at the man-centered previous theories of social development.

During her visit on campus, Zihlman also met with Women's Studies faculty to discuss trends and feminist perspectives on sociobiology. She met with anthropology and medical school faculty interested in developing a course on Female Physiology for the 1982-83 academic year.

December 2, 1981 — Women's Studies Colloquium for NEH participants and history colleagues: "The Woman Question and the Italian Communist Party," by Professor Jane Slaughter, History, University of New Mexico. Slaughter focused on the years of the Resistance (1943-45) to study women's relationship to clandestine politics and radical ideology.

February 9, 1982 — Presentation of the film The Life and Times of Rosie the Riveter with afterword by Sheila Tobias, pioneer scholar in the post-World War II treatment of women workers, and Karen Anderson, Assistant Professor of History, author of Wartime Women. Approximately 200 people attended this evening program. The scholars stressed how presenting the nation's war effort from only a male perspective ignored the contributions and mistreatment of women industrial workers.

February 22, 1982 — Visiting Scholar Colloquium by Sandra M. Gilbert, English, University of California, Davis: "Sexual Poetics: What Do Feminist Critics Want?" Approximately 70 people attended. Gilbert focused on the fate of nineteenth-century women authors and twentieth-century women literary scholars in being published and considered seriously.

Earlier that day, Gilbert addressed NEH participants and invited colleagues from English on "The Battle of the Books/The Battle of the Sexes: Feminism, Humanism, and the Authority of the Curriculum." The discussion dwelled upon the issues of potential canonization and inclusion of women's works in the classroom.

March 1, 1982 — Visiting Scholar Colloquium for NEH participants and history colleagues by Professor Peter Filene, Visiting Historian at Arizona State University: "Bringing Gender into History Courses: What Difference Does it Make?" Filene demonstrated that considerations of gender in all aspects of history, from war to family photographs, changes our view. Filene was actively questioned by historians of the military/political persuasion.

April 12, 1982 — Visiting Scholar Colloquium by Professor Elaine Marks, Head of Women's Studies, University of Wisconsin: "Contexts for Gertrude Stein." Approximately 65 people attended this public lecture. Marks placed Stein in her expatriot, artistic and sexual milieu.

April 13, 1982	Marks gave a talk to a joint meeting of NEH participants and the Women's Studies theory group: "De-constructing Women's Studies in the Glare of New French Feminisms and Other Avant Gardes." American political and academic feminism was compared in contrast to French feminism. Discussion focused on advisable future methods and theory in scholarship on women.
Spring, 1982	Throughout this period, members of the Steering Committee met with NEH participants to chart their progress in curricular integration. Interaction took the form of arranged lunches between colleagues in similar fields, meetings, phone calls, and "drop-in" visits by participants.
May 2-3, 1982	Evaluation visit to the NEH project by Dr. John Stephenson, University of Kentucky, who was the evaluator of our NEH pilot grant. During his two-day visit, Stephenson held extensive interviews with NEH participants, their students, Women's Studies faculty, and the Steering Committee for the project. (Stephenson's written report is in Appendix K.) A summary of Stephenson's evaluation and the project Steering Committe's response is in the Evaluation section.
May, 1982	Exit interviews were conducted with the 1981-82 NEH participants. The questions probed for both personal and professional change as a result of the project year's programs. (Exit interview questions and sample responses are in Appendix B.)

B. National Dissemination:

Funds from the NEH Curriculum Development grant, along with those from the Rockefeller Family Fund and the Southwest Institute for Research on Women (SIROW) at the University of Arizona supported a national conference on curriculum integration held August 27-30, 1981, at Princeton, New Jersey. Directors of seventeen curriculum development projects across the country, consultants in Women's Studies, professors from the humanities and social sciences, and representatives from funding agencies attended the three-day conference. The goals of the Princeton conference were:

1. to offer project participants a chance to exchange information on strategies to initiate, continue, and institutionalize curriculum integration, and to plan for the future;

2. to collect and disseminate information to those in colleges and universities who are interested in undertaking curriculum integration;

3. to inform college administrators about the progress of curriculum integration at colleges and universities throughout the country.

The Princeton conference provided a formal meeting of project personnel from a wide range of institutions to discuss their different integration strategies. Attending the meeting were repreoentatives of four women's colleges, seven state universities, two religious colleges, one small liberal arts college, one discipline-specifit project, and two college consortia.

One result of this conference was a report designed for college administrators, which was presented at the Wingspread Conference on "Liberal Education and the New Scholarship on Women: Issuee and Contraints in Institutional Change," sponsored by the Association of American Colleges, October 22-24, 1981. The report, Integrating Women's Studies into the Curriculum, was sent to approximately fifty college administrators. (See Appendix G for a copy of the report.)

Another outgrowth of the conference was the SIROW publication How to Integrate Women's Studies into the Traditional Curriculum, published as a working paper in 1981. This guide to institutional change was disseminated to every Women's Studies program in the country. Seventy orders for additional copies have been received. (See Appendix H for copy of this publication.)

A third publication to come out of the Princeton conference was a special feature in Women's Studies Quarterly, Spring, 1982: "Transforming the Traditional Curriculum." Project Director Myra Dinnerstein contributed "Curriculum Integration at the University of Arizona" and co-authored "Integrating Women's Studies into the Curriculum" for this issue.

NEH project Steering Committee members continue to publicize the progress of curriculum integration through a variety of forums. Myra Dinnerstein was a panelist at the National Women's Studies Association June, 1982 conference, presenting "Why Integrate Women's Studies?". Assistant

Director Judy Lensink described the project at a March, 1982 meeting of the Arizona Press Women's Association.

In addition, directors of Women's Studies programs in various parts of the nation have come to the University of Arizona campus to meet with project personnel and to discuss the applicability of our strategies to their integration efforts. In April, 1982, Dr. Nancy Tuana of Southern Illinois University and Dr. Joanne V. Hawks of the University of Mississippi, visited Women's Studies and received handouts used in the NEH project. A Women's Studies representative from the University of Texas is scheduled to make a similar visit in Fall, 1982.

C. New Women's Studies Courses:

A second goal of the NEH Curriculum Development project is to create new courses on the undergraduate and graduate level in Women's Studies. On the undergraduate level, Women in Western Culture (Women's Studies 200x) was initiated for the 1981-82 academic year. Approximately forty students were enrolled in the course each semester and it will be continued in the 1982-83 year. (The course syllabus is in Appendix J.) It was felt necessary to purpose such a course because the traditional humanities courses had no materials on women. A useful side effect emerged during the adminstrative approval process: various departments became aware for the first time that women's materials were not included in their courses. Assistant Fine Arts Dean Bruce Fowler informed us that he had written to heads in humanities, art, philosophy, and literature "with the hope that the professors teaching the currently accepted humanities options in these fields will include the information that is currently contained in Women's Studies 200."

Another useful step in curriculum integration was initiated as a result of a presentation on women artists from the Women in Western Culture course by Dr. Billie Jo Inman at an NEH workshop in May, 1982. The acting head of the humanities program at the University stated after the presentation that he

would disseminate materials on women to all teachers of humanities courses. He has included slides of women's art in the humanities course collection for the first time in its history. Because Women in Western Culture is a sophomore-level course, the creation of an additional intermediate course, Issues in Women's Studies, has been postponed.

On the graduate level, two courses were introduced during the first year of the NEH project. Women and Politics (Political Science 595) was taught by Professor Tom Volgy during Spring, 1982. (See syllabus, Appendix J.) This course will be offered again in the fall as an honors seminar. Colloquium in U.S. Women's History (History 595A) was also offered during Spring, 1982 by Professor Karen Anderson. (Course syllabus is in Appendix J.)

III. EVALUATION

A. Internal Evaluation:

The internal evaluation of the NEH project during the first year consisted of three phases: feedback from the NEH participants, questionnaire to students, and in-depth interviews with the NEH participants.

First, participants were asked to write down their reactions to each session of the intensive summer study session. Overall, their ratings indicate that they found each session to be helpful and interesting; for example, seven of eight respondents found the library reference tour on women's resources very helpful. The presentations by Dr. Rivero on the humanities and Dr. MacCorquodale on the social sciences raised issues that all but one NEH participant had not considered before--seven felt this "a great deal," five felt this "somewhat." The final two summer presentation sessions by the participants themselves about their plans for curricular change were rated "very helpful" by nine and rated "helpful" by five.

In addition to these ratings, participants were asked to make comments about what were the most valuable and least valuable aspects of each session and to list which issues had emerged that they would like to see pursued at

another time. The Steering Committee then used these comments to modify the sessions during the summer, as well as to make changes in the next year's program. For example, the issue of women and power was of particular issue after Dr. MacCorquodale's presentation. Several of the participants incorporated related material into their syllabi presentations and one panel at the August workshop focused on this theme. The feedback from the participants was therefore utilized in an ongoing way to make improvements in the project.

A second issue which emerged concerned the biological basis of sex differences. We found that this issue would re-emerge at points where participants were being pushed to re-examine some of their strongly held beliefs. Because none of the Women's Studies faculty were biologists, our ability to refute biological determinism was limited. Our awareness of this issue through the evaluation responses led us to begin the second year of the project with a reading which reviewed the research on biological differences for the new NEH participants. This issue was carried through in a panel on sex role asymmetry in a second-year workshop, held May, 1982.

The second phase of the internal evaluation involved questionnaires given to students in three groups: those in the NEH participants' targeted courses; students in a control group, which was composed of courses similar to the targeted ones; and students in Women's Studies classes. The questionnaires consisted of attitudinal questions about sex roles, which were intended to measure change over the course of the semester, and questions measuring the extent of integration of materials on women into the courses. (See Appendix E.)

In terms of the materials on women in the courses, the targeted courses contained more material on women than did the control group courses. As can be seen in Table 1, Appendix E, the targeted courses more frequently contained materials on women in every category except works by women authors. In addition, there were fewer students who felt materials on women were "not

applicable" to their course in the targeted courses compared to the control group. Because the premise of this project is that material on women is applicable in every discipline, this difference indicates that instructors in targeted courses may have conveyed to students the relevancy of materials on women in their classrooms. However, as can be seen by a comparison of the targeted courses to the Women's Studies courses, integration efforts have not resulted in the traditional curriculum being superseded. The targeted courses do not resemble Women's Studies courses, which concentrate almost exclusively on material on women. The targeted courses have significantly improved the coverage of women, however, compared to the control classes.

We have not finished the analysis of the effects of the inclusion of materials about women on students (items 38-47 on the post-evaluation) but at this stage it appears there are few differences between the control and targeted courses. One question, however, which was of interest to the Steering Committee, concerns student perception of the instructor's attitude toward materials on women. As can be seen from Table 2 (Appendix E), Women's Studies faculty are primarily perceived as being positive toward these materials; instructors in the targeted and control courses are perceived as neutral. In comparing the targeted and control classes, two patterns are evident. First, instructors in the control courses are more likely to be seen as positive than those in the targeted courses. Instructors in the targeted courses, although somewhat less likely to be described as hostile toward the materials, were more likely than the control instructors to be characterized as negative.

These results are probably indicative of two phenomena tied to the early stages of curriculum change. First, the participants in the integration project are doing something new: they are including new material that has not been part of the traditional curriculum. Their understandable anxiety

in trying out this new material may have been perceived by the students as a negative treatment. Second, many of the participants expressed concern in the seminars and workshop pedagogical session about student reaction to this new material and how they as instructors would handle controversies and conflicts that might emerge in the classroom. This concern may have influenced the way in which the new material was presented. For example, some NEH participants said they were uneasy during student discussions and questions over issues such as affirmative action, sexual stereotypes, or Freudian psychology. Many of the issues raised by the new scholarship on women have both an intellectual and a personal nature. The process of re-examining our actions and attitudes produces anxiety and resistance in all of us. Perhaps some of the participants were experiencing personal unease during this change process.

Another component of the evaluation questionnaire was a measure of sex role attitudes that students were asked to complete during the first weeks of the semester (items 8-37). These questions were selected from pre-existing scales and were modified slightly so that questions worded in both liberal and conservative directions would be represented. At the end of the semester, students again completed this measureof sex role attitudes. The results are being analyzed at this time, combining the data from both semesters of the project's first year. Preliminary analyses indicate that there is little difference between the attitudes of students in the control courses and those in the targeted courses and that these attitudes essentially do not change over the semester. Students in Women's Studies courses, by comparison, are very liberal and their attitudes are more likely to change. These results indicate that students in Women's Studies courses are a distinct group who have self-selected into the courses and are more receptive to the materials on women. The results also demonstrate that the targeted courses are reaching a more general audience that would probably not otherwise be exposed to

materials on women, as was the intent of the project. These students are probably less receptive than the typical Women's Studies students.

The indepth entrance interviews conducted in May, 1981, with the NEH participants before their initiation into project activities, indicated their willingness to consider women's materials and their lack of knowledge of the new scholarship on women. (See sample, Appendix C.) The interviews revealed the diversity in the participants' goals for the project: some intended to engage in the readings, but not substantially alter their courses, while others intended to significantly alter the content of their courses in the integration effort. As the summer study period ended and the participants turned in their revised syllabi, it became clear that some had greater expectations for change than others.

Evaluation within the Steering Committee is at the core of the NEH project. Members meet after each seminar to discuss the success of their strategies for discussion and teaching the participants. Each activity in the year is planned with maximum effectiveness in mind, taking the goals of the project and the participants' specific interests in account.

B. External Evaluation:

John Stephenson, Director of the Appalachian Studies Center, University of Kentucky, was selected as the NEH evaluator of our project due to his expertise in interdisciplinary studies and his familiarity with our project. Stephenson had been an evaluator of our NEH Pilot grant for curriculum development in Women's Studies during February, 1980.

Stephenson first met with NEH participants for hour-long individual interviews. Beforehand, the Steering Committee did not give Stephenson their insights about each participant; rather, Stephenson felt he wanted to learn the extent of change without prior knowledge of any person's background. Once Stephenson had met with participants, he and the Steering Committee met to assess the degree of commitment and accomplishment to curriculum change

for each participant. In general, Stephenson had much more realistic expectations about the accomplishments and growth than had the Committee.

For example, one participant, John Dickson, had reported to the Committee that heated discussions were occurring in his management course over topics such as sexual harassment and equal opportunity for women. Dickson questioned whether introduction of new materials was worth the anxiety over students' behavior. Stephenson met with several of Dickson's students who represented conservative and liberal points of view. There was disagreement among the students over the controversial topics, but not over the value of the experience of discussing things like stereotypes openly. In this case, the Committee had wondered whether Dickson lacked the commitment to carry through in an uncomfortable teaching situation; Stephenson, on the other hand, persuaded us that much had been accomplished by the raising of a controversial issue.

The evaluator's report by Stephenson is in Appendix K. Stephenson was very positive about the project's first-year accomplishments, praising our dedication, professional approach, and the degree of change participants described. His primary criticism was that we deprecated the results of our efforts. Perhaps because of our commitment to change and our knowledge of what materials we felt could have been included on women in the courses, our expectations were somewhat unrealistic. Nevertheless, we feel we learned a great deal from our first year and have made modifications to ensure even greater success in the second year of the project.

IV. THE SECOND YEAR OF THE PROJECT

Twelve faculty members have been selected to participate in the 1982-83 NEH project year. A list of participants and disciplines is in Appendix A. Curriculum vitae for new participants not included in the original grant proposal are also in Appendix A.

Our expectations and mode of interaction have been "tightened" in this

second year. We were determinedly colleagial during the first year, under the assumption that each participant's commitment was equal to ours; this year we are more directive, in an effort to be very clear about the amount of work we expect. To accomplish this clarity, we sent participants a two-page invitation letter in October, 1981, specifically outlining the activities and goals of the project. (See Appendix L.) Participants signed a letter of agreement and met with us in January to go over the project format.

The summer intensive study period--May 21 - June 16, 1982--was initiated this year by a day-long workshop. The Steering Committee felt that last year's participants were weak in very basic concepts of feminist theory. The purpose of the May workshop was to introduce concepts, issues, and vocabulary at the onset of the study period. The morning panel demonstrated how a variety of disciplines--biology, psychology, sociology, literary criticism, management theory, anthropology--view the issue of sex role asymmetry from a feminist perspective. Participants were given a group of basic readings on these issues (see Appendix M) for discussion. In the afternoon, we broke into the three discipline clusters apparent in this year's participants' fields: literature, social sciences, history. Participants planned their presentations for the summer intensive study period--summaries of the new scholarship on women in the disciplines. Specific discussion of syllabus alteration will occur on an individual level this year.

In addition to being more directive, the Steering Committee felt that asking the NEH participants for annotated bibliographies of their study period readings would help us chart their progress and see areas of the scholarship that needed more bibliographic advice. For the second year's participants, the goal for the end of the summer is a revised syllabus and a bibliography. We will also ask participants to keep a journal record of their experiences in teaching the new materials on women. This should increase self-awareness of the methods by which one transforms the curriculum on

a day-by-day basis in the classroom. The Committee has also carefully screened the second-year entrance interviews in order to stretch the boundaries of change for participants with more limited goals. We feel that these changes in the program--clearer expectations, more direction, better foundation in feminist scholarship--will enhance the results of our efforts.

We will disgard the attitudinal survey during the second year for the following reasons: the initial survey results indicate that little change can be charted in the short space of one semester; the bulky administrative burden of gaining the attitudinal data overshadows the benefits from the study. The Committee and participants will further revise the post-evaluation, however, in an effort to more fully define how and if curricular change is occurring in the targeted classrooms.

In sum, the Steering Committee has learned during the first year of this project that transformation of the curriculum occurs in frustratingly slow increments, but that it does indeed occur. To foster further change, we will involve first-year participants in all colloquia and have asked specific participants to share their experiences of teaching the materials on women with the second-year participants in a fall pedagogical session. We will also encourage the first-year participants who are beginning their own research on women in their endeavors.

At this time, we are already more satisfied with the progress of the second-year participants. We have learned from previous experiences and the first-year results and are more realistic about what kinds of changes to expect. In his interviews, John Stephenson found unanimous respect for the Women's Studies program and its effort in this NEH project. We plan to continue to raise that respect by improving our strategies.

APPENDIX A

NEH CURRICULUM PROJECT FACULTY ASSOCIATES

CURRICULUM VITAE

1982 - 1983 NEH Associates

NAME	DEPARTMENT	TARGETED COURSE(S)	TAUGHT
Richard Cosgrove	History	History of England: Prehistory to 1603 (117A)	Fall 1982
		1603 to Present (117B)	Spring 1983
Edward Dryden	English		
Leslie Flemming	Oriental Studies	Oriental Humanities (140A)	Fall 1982
Juan Garcia	History	U.S. History: 1877-Present (130B)	Summer 1982
Gary Jensen	Sociology	Juvenile Delinquency (341)	Fall 1982, Spring 1983
Jack Marietta	History	U.S. History, 1607-1876 (130A)	Fall 1982
		Colonial U.S. (431)	Fall 1982
		American Revolution (432)	Spring 1983
Jerry Miller	Sociology	Introduction to Sociology (100)	Fall 1982, Spring 1983
Larry Scaff	Poli. Science	Intro. to Political Ideas (220)	Fall 1982
		Amer. Political Thought (426)	Spring 1983
Michael Schaller	History	U.S. History, 1945-Present (440)	Fall 1982
		U.S. History, 1865-Present (130B)	Fall 1982
Stephen West	Oriental Studies	Oriental Humanities (140B)	Spring 1983
		Chinese Lit. in Trans. (340B)	Spring 1983
Gerrit Wolf	Management	Human Resource Management (603)	Fall 1982
		Management & Organizational Behav. (305)	Spring 1983
Richard Jensen	Classics		

1981-1982 NEH FACULTY ASSOCIATES

NAME	DEPARTMENT	TARGETED COURSE(S) TAUGHT	ENROLLMENT
Phil Balch	Psychology	Abnormal Psychology (418)	90 - Spring, 1982
John Dickson	Management	Management & Organized Behavior Human Resource Management (603)	50 - Spring, 1982
John Gilabert	Spanish	Contemporary Novel (513)	10 - Spring, 1982
Jean Goetinck	French	Survey of French Literature (300)	32 - Fall, 1981
Henning Jensen	Philosophy	Introduction to Philosophy (111) Aesthetics (328)	260 - Fall, 1981 25 - Spring, 1982
Cliff Lytle	Political Science	Introduction to American Government (102) Judicial Process)309)	625 - Fall, 1981 625 - Spring, 1982 83 - Spring, 1982
Mike Mahar	Oriental Studies	Introduction to Asian Civilization (170A, B)	42 - Fall, 1981 (A) 50 - Spring, 1982 (B)
Mary Ellen Morbeck	Anthropology	Introduction to Anthropology (100A) Paleoanthropology (370)	120 - Fall, 1981 16 - Fall, 1981
William Slater	Radio-TV	Introduction to Radio-Television (103)	300 - Fall, 1981 300 - Spring, 1981
Bob Vigneri	History	French Enlightenment (419) The French Revolution & Napoleon (420)	21 - Fall, 1981 25 - Spring, 1982
Ellen Basso	Anthropology	Summer research on women: "Musical Expression and Gender Identity in Ritual," by mutual agreement with Steering Committee, at reduced stipend.	

CURRICULUM VITAE

PERSONAL:

Cosgrove, Richard A.

Born: 2/26/41 Married; four children

Home: 2033 East Rennoc Stravenue
Tucson, AZ 85719
602-327-1037

Office: History Department
University of Arizona
Tucson, AZ 85721
602-626-1685

EDUCATION:

BS	Holy Cross College	1962
MA	California, Riverside	1963
PhD	California, Riverside	1967

In addition, I have attended courses in legal history, jurisprudence, and administrative law at the University of Arizona Law School in 1972-73.

EXPERIENCE:

Assistant Professor, University of Arizona, 1967-72
Associate Professor, University of Arizona, 1972-present

COURSES OFFERED:

Two semester survey of English history
One semester course in Tudor-Stuart history, 1471-1714
One semester course in modern English history, 1760-present
One semester course in English legal and constitutional history
One semester course in modern Irish history, 1800-present
Two semester course in nineteenth-century Europe, 1789-1919
Two semester course in western civilization
One semester graduate colloquium and graduate seminar in modern English history

PUBLICATIONS:

BOOK: The Rule of Law: Albert Venn Dicey, Victorian Jurist (Chapel Hill: University of North Carolina Press, 1980; London: Macmillan, 1980). This was published in the series Studies in Legal History sponsored by the American Society for Legal History.

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ARTICLES:

"A Note on Lloyd George's Speech at the Mansion House, 21 July 1911," Historical Journal, 12 (1969), 698-701.

"The New Student Generation: Another View," Holy Cross Quarterly, 2 (1969), 26-27.

"The Industrial Revolution: A Review of Recent Literature," Community College Social Science Quarterly, 1 (Summer 1971), 1-5.

"The Career of Sir Eyre Crowe: A Reassessment," Albion, 4 (Winter 1972), 193-205.

"The Crowe Memorandum and British Foreign Policy, 1907-1914," South Atlantic Quarterly, 72 (Autumn 1973), 528-39.

"Victorian Legal Periodicals," Victorian Periodicals Newsletter, 8 (March 1975), 21-25.

"The Judicature Acts of 1873-75: A Centennial Reassessment," Durham University Journal, 68 (June 1976), 196-206.

"A. V. Dicey at the Harvard Law School, 1898: A Study in the Anglo-American Legal Community," Harvard Library Bulletin, 26 (July 1978), 325-35.

"The Relevance of Irish History: The Gladstone-Dicey Debate About Home Rule, 1886-1887," Eire-Ireland, 13 (Winter 1978), 6-21.

"The Boer War and the Modernization of British Martial Law," Military Affairs, 44 (October 1980), 124-27.

"Introduction," in new edition of A. V. Dicey, Law and Public Opinion in England During the Nineteenth Century (New Brunswick: Transaction Press, 1981), i-xiii.

" The Reception of Analytic Jurisprudence: The Victorian Debate on the Separation of Law and Morality, 1860-1900," Durham University Journal, 74 (December 1981), 47-56.

"Sir Eyre Crowe" and "Sir Thomas Erskine Holland" in Biographical Dictionary of Internationalists, forthcoming.

REVIEWS:

24 reviews in: Albion
American Historical Review
Arizona Quarterly
British Politics Group Newsletter
Hispanic American Historical Review
Historian
Military Affairs
Red River Valley Historical Journal
reviews in American History
Rocky Mountain Social

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PROFESSIONAL ACTIVITES:

PAPERS READ:

Southwestern Social Science Association (1968)
Pacific Coast Branch (AHA) (1970, 1982)
Rocky Mountain Conference on British Studies (1976-80, 1982)
Arizona Historical Convention (1979)
Pacific Coast Conference on British Studies (1980)
American Society for Legal History (1982).

OTHER:

Program Chairman, 1978 and 1979 meetings of the Rocky Mountain Conference on British Studies
President-elect (1981-82) and president (1982-83), Rocky Mountain Conference on British Studies
MSS referee, Victorian Studies, Historian, Canadian Journal of History

GRANTS:

University of Denver Graduate School of International Studies (1969)
American Philosophical Society (1973)
University of Arizona Humanities Council (1980, 1981)

DEPARTMENTAL SERVICE:

Director of Graduate Studies, 1969-72
Director of Honors Program. 1972-74
Curriculum Committee Chairman, 1975-78
Director of Undergraduate Advising, 1978-81
Assistant Head of Department, 1979-81
Teaching Effectiveness Committee, 1980-present

INVITED LECTURES:

University of Bristol (1981)
Corpus Christi College, Oxford (1981)
New Hall College, Cambridge (1981)

PRESENT RESEARCH:

At the moment I have about one-third completed of a book-length study entitled Our Lady the Common Law: The Anglo-American Legal Community, 1870-1930. This is a study of men and ideas, with chapters focusing on the contributions of Langdell, Bryce, Holmes, Pollock, Maitland, Pound, Frankfurter, and Laski. My research was completed while on leave in England in the fall of 1981; I have been engaged in writing up the results since that time.

REFERENCES:

Donald Weinstein, Head, History department, University of Arizona
James Donohoe, History department, University of Arizona
Richard W. Davis, History department, Washington University, St. Louis
Morris Arnold, University of Pennslyvania Law School
John V. Orth, University of North Carolina Law School
Michael Hurst, St. John's College, Oxford
Brian Harrison, Corpus Christi College, Oxford
Zara Steiner, New Hall College, Cambridge
Hugh Tulloch, University of Bristol

Juan Ramon Garcia

Education:

Ph.D. University of Notre Dame (U.S. History; Mexican-American Studies
M.A. University of Notre Dame (U.S. History)
M.A. DePaul University (Latin American Studies)
B.A. DePaul University (History)

Fluent in Spanish

Professional Experience: (1975-present)

Current: Associate Prof. of History, University of Arizona, 1981 -
Director, Chicano Studies Program and Associate Professor in the History Department, The University of Michigan-Flint, Flint, Michigan 1975-81

As the Director of the Program, my responsibilities include curriculum development, and day-to-day administrative operation of the program. The Program works closely with Latino students on campus and with the Latino community. There is also a strong emphasis on research, teaching, and scholarly development.

As an Associate Professor in the Department of History, I teach courses in a variety of areas including Chicano Studies, Mexican History, Latin American History and U.S. History. I also teach courses in education.

Courses Taught:

History 220 U.S. to 1877
History 221 U.S. Since 1877
History/Chicano 339 History of Mexico
History/Chicano 341 Latin American Tyrants, Dictators, and Caudillos
History/Chicano 344 U.S.-L.A. Relations
Courses in Chicano Studies and Multicultural Education

Other Professional Experience:

January-August, 1979--Program Developer, Bilingual/Bicultural Teacher Education Programs, Eastern Michigan University, Ypsilanti, Michigan 48197. Job responsibilities included designing both the graduate and undergraduate curriculum in bilingual education; development and field test of a proficiency examination in Spanish; design and implementation of in-service programs.

1972-1975--Teaching Assistant, University of Notre Dame, Notre Dame, Indiana.

1971-1972--Teacher, Bloom Township High School, Chicago Heights, Illinois. While there I was charged with introducing courses in Chicano Studies into the curriculum.

1970-1971--Teaching/Research Assistant, DePaul University, Chicago, Illinois.

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Publications:

Books and Manuals

A History of the Mexican American People in Chicago Heights, Illinois. Chicago Heights: P.S.C. Press, 1976

Operation Wetback: The Mass Deportation of Mexican Undocumented Workers in 1954. Connecticut: Greenwood Press. Publication date 1980

A History of the Mexican-American People: A Teacher's Guide. Notre Dame: University of Notre Dame Press, 1979

A Multicultural Teaching Manual. Ann Arbor: National Center for Cultural Planning, 1977

Articles, Chapters, and Reviews:

"Chicano Studies and Multicultural Education," in Multicultural Education, edited by Charles Payne and Dennis Redburn. Association of Teacher Educators, Inc., 1976

"Mexican American Organizations Before World War II," chapter in A History of the Mexican American People. Notre Dame: University of Notre Dame Press, 1977.

"A History of Chicanos in Chicago Heights," in Aztlan: International Journal of Chicano Studies Research, Volume 7, No. 2 (Summer, 1976), printed 1978

"Simulation Activities in the Decision-Making Process," in Education Decision Makers in Temporary Systems, edited by Henrietta Schwartz, Chicago: Teacher Corps, 1979

Guidelines on Multicultural Education for the State of Michigan. Joint effort with a panel of four other writers. Lansing: Michigan Department of Education, 1977

"The People of Mexican Descent in Michigan: A Historical Overview," in Blacks and Chicanos in Urban Michigan, edited by Homer Hawkins and Richard Thomas. Lansing: Michigan History Division, 1979.

Book Review of A History of Mexico by Samual Mayo. Published in Teaching History, Fall, 1979

Works In Progress:

"Multicultural Education: A Model For Institutional Change" to be published in a book of readings on Education and Culture, edited by Henrietta Schwartz. Publication date: Summer 1980.

Curriculum Instruction Packets in Multicultural Education for Teachers-K-12. The National Education Association has contracted me and three other writers to design the packets. Publication date: Summer 1980.

Contracted by the Center for International Studies at the University of Denver to write a manual for trainers in the area of multicultural education.

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Read proposals for grants applications to the Program for Opportunities in Advanced Study and Research in Education sponsored by the National Institute of Education, U.S. Department of Health, Education, and Welfare. July 12-14, 1978.

Summer of 1979--Instructor for month-long training session held in June of 1979 in San Diego, California for the Corps men Training Institute sponsored by Teacher Corps.

1978-Present — Consultant, National Institute of Education, Women and Minorities Division, Washington, D.C.

1979-Present — Consultant, National Education Association, Program Development Division, Washington, D.C.

1972-Present — Presented workshops on curriculum development, classroom teaching methods, multicultural education and Chicano studies throughout the United States, including Indiana, Illinois, Nebraska, Michigan, Ohio. Florida, Washington, D California, Arizona, Colorado, Nevada and New Mexico.

Presentations 1976-1980:

1976:

"Bilingual Education in Michigan," presented at the Education Professional Development Act Institute, Starved Rock Lodge, Utica, Illinois, January 21, 1976.

"Research Perspectives on the Chicano in the Midwest," presented at the Missouri Valley Historical Conference, Omaha, Nebraska, March 12, 1976.

"The Chicano in the Midwest: Writing Local History," presented at a Project Awake Conference, Chicago Heights, Illinois, March 26, 1976.

"The Role of Chicano Studies in Higher Education." Presented at Central Michigan University, Mt. Pleasant, Michigan, April 23, 1976.

Delivered the Commencement Address at the Fifteenth Annual Graduation Ceremonies at Prairie State College on June 12, 1976, Chicago Heights, Illinois.

1977:

"Chicano Ethnicity." Panel discussion held during teacher workshop in Ypsilanti, Michigan, February 15, 1977.

"The Role of the Bilingual Education Advisory Council in Bilingual Education in Michigan." Paper presented at Michigan State University, March 15, 1977.

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"The Mexican American in the Midwest: A Bibliographic Essay." (Manuscript)

"Chicanismo: Origin and Definitions" (Manuscript)

"Mutual Aid Societies in the Midwest Mexican Community During the 1920's" (Manuscript)

"Reactions of the Mexican Government to the Zoot-Suit Riots in 1943." (Manuscript)

Consulting Activities: 1974 to Present

Served as a consultant to the Indiana Department of Education, 1974-75.

For the summers of 1974 and 1975, conducted seminars on teaching Chicano Studies at Mundelein College in Chicago for Chicago area teachers.

One of the designers and writers of the multicultural component for the Teacher Corps' Corpsmen Training Institute (CMTI) held in Tallahassee, Florida. (August, 1976). In addition I was an instructor and cluster leader for CMTI in August 1976. As cluster leader, I was responsible for coordinating three other instructors and supervising the instruction of fifty student interns.

One of twenty trainers designated by the National Teacher Corps to prepare teachers in the use of teaching models.

During the summer of 1977, contracted by the National Teacher Corps to help in the design of the multicultural component that would be used to train interns belonging to Teacher Corps Projects nationwide.

Also served as a consultant/facilitator at the month-long training session held in July of 1977 in San Diego, California. While there I was chairperson of the Multicultural Task Force, which was responsible for monitoring the activities and the effectiveness of the multicultural component during the institute.

In September of 1977 part of a design/planning team which planned a three day conference for Teacher Corps administrators and supervisors, and other educational administrators. The conference was held in Chicago, Illinois, on October 24-26, 1977.

In April, 1978, was again a member of the planning team which designed a three day conference for Educational Decision Makers in Teacher Corps Temporary Systems held in St. Louis, Missouri, May 8-10, 1978.

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Chairperson--Student Affairs and Concerns Committee--
The University of Michigan-Flint. 1978 to Present

Member--Ad Hoc Committee to study criteria for the evaluation of administrators at The University of Michigan-Flint 1978

Member--Ad Hoc Committee on Community Studies Center, The University of Michigan-Flint 1978

Member--Task Force on Minority Concerns--Affirmative Action Office, The University of Michigan-Ann Arbor 1978 to Pres

Member of a Ph.D. examination board for Mr. Fernando Gomez at The University of Michigan-Ann Arbor, Fall, 1977.

Member, Chancellor's Search Committee 1979-80

Member, Council of Chairmen 1975-1978

Member, Chancellor's Advisory Committee, 1979 to Present

Member, Search Committee, Assistant Director of UCEN, 1978

Co-Sponsor of the History Club, 1976-1978

Community Service:

Member of the Association of Chicanos for College Admissions. 1976 to Present

Member of the Board of Directors, Spanish Speaking Information Center, Flint 1976 to Present

Chairperson, Bilingual Education Advisory Council to the State Board of the Michigan Department of Education. 1976-1979

Member of the Board of Directors to the Michigan Association of Supervision and Curriculum Development. 1977-1981

In the Fall of 1977, my Chicano Studies Program sponsored a statewide conference on counseling the Latino student. The conference was held here at the Flint campus on October 27 and 28, 1977. I played a major role in having us chosen as the site for the conference and for planning it.

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Organized and chaired a session on the Midwest Chicano at the Western Social Science Association meeting held in Denver, Colorado, April 21-23, 1977. In addition, I delivered a paper entitled: "The Midwest Chicano: Research and Review."

On October 25, 1977, delivered a paper entitled: "Analytical Tools for Recognizing Structures of the School/Community" at the Conference for Educational Decision Makers, held at Roosevelt University, Chicago, Illinois, October 24-27, 1977.

1978:

"Implementing Multicultural Education in the Classroom," presented in Ypsilanti on February 24, 1978 at a day-long conference sponsored by the Ypsilanti School District for its teachers, Ypsilanti, Michigan.

"Latino Immigration--Past, Present, and Future," presented at DePaul University on April 28, 1978. Part of a symposium sponsored by the History Department at DePaul University, Chicago, Illinois.

1979:

"Conflicting U.S.-Mexican Immigration Policies and the Issue of Illegal Immigration, 1941-1954." Presented at the Western Social Science Association Meeting, April 27, 1979, Lake Tahoe, Nevada.

"Ethnicity in the U.S.: The Mexican Americans" Workshop presented at Ball State University, Muncie, Indiana, sponsored by the Indiana Department of Education, July 25, 1979.

"Mexican Americans in the Schools." Workshop presented at Fort Wayne, Indiana, sponsored by the Indiana Department of Education, August 6, 1979.

"Multicultural Education: Planning for Change." Keynote Address, Taos, New Mexico, sponsored by the Albuquerque Public Schools, November 16, 1979.

1980:

"Teacher Preparation and the Needs of Latino Students." Keynote address before the faculty of the School of Education, Roosevelt University, Chicago, Illinois. January 18, 1980.

"Minority Leadership in Higher Education: The Latino Experience." Seminar presentation, University of Michigan, Ann Arbor, Michigan, February 5, 1980.

"Teaching and Counseling Across Cultures." Keynote address, South Bend, Indiana Public Schools, February 13, 1980, sponsored by the Indian Department of Education.

Invited to present a paper in Acapulco, Mexico, May, 1980. The presentation is for a conference on Consulting for Multinational Companies and is entitled, 'Preparing Consultants for Cultural Differences in Language, Values and Attitudes.'

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Member of the Board of Directors, Flint Urban League, 1978 to Present

Member of the Program Committee for the Flint Urban League, 1978-1979

Member of the Legislative Issues Committee of the Flint Urban League. 1978-1979

Humanist Consultant, Leadership Flint, 1978 and 1979

Humanist Consultant, Beecher Community Project, 1978

Appointed by the Flint Board of Education to the Steering Committee which will oversee the development of a five year plan for the school system of Flint. 1978 to Present Also elected vice-Chairman of that Committee.

Awards:

National Science Foundation Grant 1972

Ford Foundation Grant to pursue Ph.D. 1972-1975

Faculty Merit Award, UM-Flint, 1978

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